DOCUMENT RESUME

ED 453 389 CE 081 800

AUTHOR Jones, Cheryl A.; Anderson, Mike
TITLE Managing Curriculum Change.
INSTITUTION Learning and Skills Development Agency, London (England).
ISBN ISBN-1-85338-642-1
PUB DATE 2001-00-00
NOTE 26p.
AVAILABLE FROM Learning and Skills Development Agency, 3 Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom. Tel: 020 7962 1066; Fax: 020 7840 5401; Web site: http://www.LSagency.org.uk. For full text: http://www.lsagency.org.uk/pubs/dbaseout/download.asp?code=ISBN1853386421.
PUB TYPE Guides - Non-Classroom (055) -- Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Learning; Adult Programs; Attitude Change; Case Studies; *Change Agents; *Change Strategies; *College Programs; Cooperative Planning; Coordination; *Curriculum Development; *Educational Change; Educational Cooperation; Educational Environment; Educational Planning; Educational Technology; Foreign Countries; Guidelines; Inservice Teacher Education; Leadership; *Organizational Change; Organizational Development; Participative Decision Making; Postsecondary Education; Professional Development; Resource Allocation; Staff Development; Teacher Administrator Relationship; Teacher Attitudes; Teacher Improvement; Teamwork
IDENTIFIERS *United Kingdom

ABSTRACT

This document, which is intended for mangers at post-16 educational institutions in the United Kingdom, presents guidelines for managing curriculum change that were developed on the basis of case studies of the following further education (FE) colleges: Grey Skies College; Midshire College; and Happy Days College. The introduction explains how the three colleges were selected based on their size and staffing levels and describes the following data collection activities, which took more than 2 years to complete: a confidential survey of all staff (response rates, 60%-87%); interviews with a sample of full-time and part-time teaching staff at each college; and nonparticipant observations of meetings and systems in action. The next section discusses the following guidelines that emerged from the study: (1) make curriculum change a high priority; (2) provide support to achieve success; (3) plan and resource for effective curriculum change; (4) provide effective leadership to drive change; (5) create a shared approach as a vehicle for effective change; (6) recognize and use staff contributions; (7) gain the confidence of staff; (8) deal with negative perceptions of change and professional development; and (9) use accommodation to promote teamwork. Presented next are the three case studies. (Contains 39 references.) (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 453 389

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
S. Bourne
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

learning and skills development agency

MANAGING CURRICULUM CHANGE

CE081800

DR CHERYL JONES AND MIKE ANDERSON

BEST COPY AVAILABLE

learning and skills development agency

Managing curriculum change

Dr Cheryl A Jones and Mike Anderson

Published by the
Learning and Skills Development Agency

Feedback should be sent to
Information Services,
Learning and Skills Development Agency,
3 Citadel Place, Tinworth Street, London SE11 5EF
Tel 020 7962 1066 Fax 020 7840 5401
www.LSagency.org.uk

Registered with the Charity Commissioners

Editor: Jackie Mace
Designer: Kevin Ashill
Printer: Blackmore Ltd, Shaftesbury, Dorset

ISBN 1 85338 642 1

© Learning and Skills Development Agency 2001

You are welcome to copy this book for internal use within your organisation. Otherwise, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrical, chemical, optical, photocopying, recording or otherwise, without prior written permission of the copyright owner.

Note

The Learning and Skills Development Agency was formerly known as FEDA.

Vocational Learning Support Programme

Run by the Learning and Skills Development Agency:

- we aim to reach all post-16 schools and colleges and all levels of staff
- we offer support to teachers and managers to deliver high-quality GNVQs and vocational A-levels
- all our activities are backed by a programme of research and evaluation
- the Vocational Learning Support Programme is sponsored by the DfEE and all activities are subsidised.

Contents

Introduction	1
How to use this guide	1
Method	2
Successful strategies	**3**
Make curriculum change a high priority	5
Provide support to achieve success	6
Plan and resource for effective curriculum change	6
Provide effective leadership to drive change	7
Create a shared approach as a vehicle for effective change	7
Recognise and use staff contributions	8
Gain the confidence of staff	8
Deal with negative perceptions of change and professional development	9
Use accommodation to promote teamwork	9
Recognise and deal effectively with staff wants and needs	10
Case studies	**11**
Grey Skies College	13
Midshire College	17
Happy Days College	19
Bibliography	21

Introduction

The post-16 education sector is constantly changing because of government reforms like Qualifying for Success and measures adopted by individual schools and colleges to improve the curriculum on offer or to raise retention and achievement levels.

Given the dynamics of the sector it is surprising how little research has been done on managing change in education and how little guidance there is available to managers on adopting effective strategies. Many publications cover managing change in the public and private sectors, but none specifically look at managing change in the education sector. Is it that business models are thought not to apply to education, or is it to do with the way management functions in schools and colleges are perceived? When was the last time you saw a job description for a school or college senior manager that referred to change management skills or experience?

How to use this guide

This guide aims to address the imbalance and provide information about managing change in the education sector. Based on research carried out in three FE colleges, it is split into the following sections:

- successful strategies
- case studies
- bibliography.

Successful strategies

Use the successful strategies to generate ideas for improving change management in your institution.

Case studies

List the similarities and differences between your organisation and the colleges featured in the case studies. Group them under people, organisation, environment and technology. How does your list affect the way you will manage curriculum change in the future?

Bibliography

Use the bibliography to extend your reading and understanding of change management.

Method

Three colleges were selected for the research based on their size (FEFC funding) and staffing levels. The research was undertaken over two years with the full cooperation of the colleges concerned, involving access to meetings, staff, documentation and records.

A confidential questionnaire was given to all staff asking them how curriculum change was introduced, what level of consultation was involved and how much staff development was provided to support change. The response rate was between 60 and 87 per cent.

Following the survey, a series of face-to face-interviews were conducted with a selection of full- and part-time teaching staff in each college. The structured interviews explored in more depth perceptions and responses to how change was managed.

Non-participant observations of meetings and systems in action were undertaken and included:

- quality systems
- team meetings
- staff development sessions
- senior management team meetings
- governors' meetings.

Individual interviews were undertaken with:

- lecturer union representatives
- principals and senior managers
- personnel managers
- staff development managers
- quality managers.

It is from these sources that the case studies were compiled. Each case study is narrative – partly to emphasise some of the universals which readers will be able to identify with, and partly to ensure that the colleges and individuals that participated in the research remain anonymous. Although the case studies feature FE colleges, the issues highlighted apply equally to schools.

Successful strategies

Change management involves many factors: quality, resources, staff, students and funding, to name a few. But above all, it is about processes – how to get where you want to be.

This chapter looks at some of the issues faced by the three FE colleges researched for this guide and then proceeds to examine how a school or college can implement curriculum change by detailing proven change management strategies.

Make curriculum change a high priority

Giving high priority to curriculum change is the first step to creating an environment where effective change can take place. The senior management team (SMT) needs to be committed to the new initiative and demonstrate its commitment to staff. If staff see that the SMT is dedicated and enthusiastic about making changes to the curriculum, the teaching staff should also give it high priority. Some teaching staff believe that maximising funding, rather than effective curriculum change, is the SMT's key priority. This perception can and does inhibit the successful management of change. Managers need to demonstrate their priorities clearly.

- Ensure that any changes to the curriculum are explicit in strategic, operational and development plans.
- Place curriculum change at the top of agendas for SMT meetings, and make it a standing item through the development, implementation and evaluation phases.
- Provide a clear picture of how the change will affect staff and students, and the institution as a whole.
- Allocate senior responsibility for making change happen (rather than creating complex and time-consuming reporting procedures and systems).
- 'Walk the shop floor'. Be visible and find out at first hand what's happening within the institution. Use this as an opportunity to demonstrate commitment to the change.
- Create and distribute a regular curriculum newsletter to all staff, to share information and minimise surprises.
- Provide adequate resources, based on realistic and achievable targets, to make sure that the change actually happens.

Provide support to achieve success

Teaching staff are more likely to accept changes to the curriculum if they are given additional support during the development and implementation phases. Providing someone that teachers can turn to for active support on a day-to-day basis and time for them to consider how mandatory national curriculum requirements may be implemented at a local level will benefit the change management process.

- Divide big changes into manageable, more familiar steps. Let staff familiarise themselves with the changes by taking small steps first.
- Develop the coaching skills of managers so that they spend less time telling and more time helping and empowering.
- Demonstrate your commitment to change by being visible and available for staff. Ask how you can help them and use 'we' and 'us' where possible to emphasise the fact that the change is a shared priority.
- Adopt a problem-solving approach.
- Channel resources to where they are most needed. Help people to feel compensated for the extra effort and time required for implementing the change.
- Give praise and take time to listen to people.
- Be prepared to let people express feelings about the past and create excitement about the future.

Plan and resource for effective curriculum change

As with anything, curriculum change is most effective when it is planned. This includes costing the process in terms of resources and time. For example, teaching staff may need time, both individually and collectively as course teams, to interpret changes to the national curriculum and consider how they affect the delivery of their programmes. Allocating a realistic amount of time and resources to change management will help to ensure that change is a success and also reinforces the SMT's commitment to the initiative.

- Be realistic about the timescales and resources needed for effective change, taking into consideration people's readiness and capacity for change.
- Look for pioneers and innovators who can motivate others.
- Allow for degrees of participation at the planning stage.
- Define what is non-negotiable and leave room for choices to be made.
- Encourage more efficient working. Set deadlines by which certain outcomes should be agreed.
- Eliminate casualties of curriculum development by carrying out effective planning, re-training and staff development.
- Include a communication strand in the plan that promotes openness rather than secrets.

Provide effective leadership to drive change

Effective leadership is key to creating a culture of change management within an organisation. Good curriculum areas tend to have an effective middle manager – a specialist in their field, who leads from the front by setting an example of hard work, flexibility, responsiveness and commitment.

- Provide a clear vision and communicate it in an inspirational way. Explain what the change means in positive terms for staff and, most importantly, for the students.
- Have a clear rationale for change that is grounded in facts and research.
- Recognise and value the contributions made by individuals.
- Have a clear communication plan at the outset and keep to it.
- Seek opportunities to talk to individuals, teams and the whole organisation about the change.
- Create leaders of change at all levels and empower them.
- Be clear and firm about what is negotiable and what is fixed, so that energies are maximised, conflict is reduced and the direction is clear.
- Adopt a blend of top-down and bottom-up approaches.

Create a shared approach as a vehicle for effective change

Curriculum changes, such as Qualifying for Success, vocational A-levels and the Key Skills Qualification, have been introduced by the Government using a top-down approach. It does not follow that the best way to interpret and adopt the changes at local level is by a curriculum manager also taking a top-down approach.

For curriculum initiatives and quality systems to work, they need to be owned by the teaching staff who have a vested interest in their success. New systems, procedures and initiatives work best when they are introduced bottom-up and owned by the staff who are required to implement them. Teaching staff ought to be given an opportunity to share in the responsibility for shaping curriculum change and quality systems that ultimately they will be required to implement.

- Set up working groups that have a clear remit, reporting and accountability lines.
- Create action research groups to inform policy and strategy.
- Use focus groups to get close to perceptions and feelings which can indicate how best to move forward.
- Create quality improvement groups to address specific issues.
- Give stakeholders the opportunity to shape the future.
- Develop the coaching skills of managers so that they spend less time telling and more time helping and empowering.

Recognise and use staff contributions

Using the expertise of staff can have positive effects on instigating change and can improve staff morale. Schools and colleges that are most successful at change management are those that consult with staff at all levels, part-time inspectors and moderators. Consultation makes staff feel valued and shows that the SMT is committed to the initiative and open to suggestions. It also creates a sense of teamwork.

- ☐ Map skills to specific elements of curriculum change at an early stage of planning.
- ☐ Create a database of experience and expertise.
- ☐ Look for evidence of previous success that can be used to champion further change.
- ☐ Build effective teams that include individuals with recognised expertise/experience.
- ☐ Develop the listening and consultative skills of managers.
- ☐ Hold fewer meetings and replace them with sessions that encourage participation/teamwork and discourage blocking manoeuvres and other politics.

Gain the confidence of staff

It is vital that staff who are ultimately responsible for curriculum change have professional credibility in the eyes of teaching staff. To gain credibility, curriculum, staff development and quality managers need to have Qualified Teacher Status, a current working knowledge of what is being taught, an understanding of the demands of teaching, and active involvement in professional development activities linked to curriculum change and quality initiatives.

- ☐ Recognise that perceptions shape attitudes and influence behaviour and that these may need to be addressed for change to be effective.
- ☐ Have a clear communication strategy that is applied at all stages of the change.
- ☐ Ensure that managers at all levels regularly undertake appropriate professional development.
- ☐ Ensure that managers maintain an up-to-date working knowledge and understanding of the curriculum.
- ☐ Talk to students as part of a systematic approach to quality.
- ☐ Develop the listening skills of managers.
- ☐ Look for opportunities to communicate with staff about curriculum matters and how any changes will impact upon them.
- ☐ Organise workshops and training sessions on curriculum issues.

Deal with negative perceptions of change and professional development

Managers can be seen as an avoidable cost that takes away resources from the real business of teaching. Staff need to see that managers are committed to the students, staff, effective change management and the quality of provision. Managers who do not stick to action plans or fail to adhere to recommendations made by inspection teams discourage teaching staff from improving the quality of provision.

Staff need to be kept informed of curriculum change and be given the opportunity to take part in professional development activities. If an institution fails to invest in its staff, it can leave them feeling undervalued and ill-prepared for any curriculum changes.

- Show that managers are committed to students, staff, curriculum change and the quality of provision.
- Adhere to action plans and recommendations made by inspectors and external moderators.
- Provide staff with appropriate information to keep them fully informed.
- Ensure that staff have the necessary professional development to meet the changing needs of the curriculum.

Use accommodation to promote teamwork

Small staff rooms can isolate staff and make it difficult to promote the team ethos required to manage change successfully. Physically isolated staff can develop a psychological detachment from what is going on and may respond less well than others to change. Where whole teams are accommodated near to each other it can contribute positively to promoting a team ethos.

- Provide staff rooms where colleagues can meet as course teams to discuss curriculum change and interpret them at a local level.
- Use the accommodation available to promote a team ethos.

Recognise and deal effectively with staff wants and needs

Teaching staff want and need support, effective leadership, open lines of communication, and positive relations between themselves and the SMT if change management is to be effectively instigated. The majority of staff also want to influence the design of quality systems so that they will bring meaningful benefits to them and their students.

Staff, including lecturers, should be given an opportunity to express their opinion on curriculum changes and to put forward any suggestions they might have. Consulting with staff makes them feel that their professional opinion is of value and shows that the SMT is putting their experience to good use.

Some form of professional development activity, linked to the course portfolio and long- and short-term goals of the organisation, can help to address professional needs and wants within an institution. Staff development managers could be appointed and given a budget to fund staff training in curriculum change and quality improvement mechanisms.

- Provide strong and effective leadership, open lines of communication and promote positive relations between teaching staff and the SMT.
- Consult staff and make them feel that their opinions are valued.
- Appoint a staff development manager with a delegated budget linked to curriculum change.

Case studies

Grey Skies College

Grey Skies College is a large FE college with a number of campuses and over 20 outreach centres based in both rural and urban areas. It is the largest employer in the area, and staff tend to stay at the college once gaining employment as prospects elsewhere are very poor. Fifty-six per cent of staff have been employed at the college for 26 years or more.

The main campus has two floors. The first floor accommodates 70% of the teaching area and is split into a series of small and medium-sized rooms. Classrooms are tiled and painted blue, and the corridors are long with block flooring. The ground floor houses the SMT suite, carpeted and decorated by professionals. Office space is limited with only one member of staff occupying each office. Telephones are provided in 22% of offices.

The engineering faculty is located in three outer buildings, because of the noise generated by practical workshops. The hair and beauty therapy faculty is also based in a separate building, because of the odours of the chemicals used for treatments. Both faculties have recently been refurbished with funds generated by teaching staff from outside sponsors.

Paula, the course leader of the NVQ level 3 hairdressing course, is 29 years old and has worked at the college for three years. She explained how the recent refurbishment came about.

We [staff] couldn't stand it any longer – the faculty was so drab and depressing and it certainly didn't provide a professional and commercial environment for students to work in. We got a poor grade for resources in the last inspection and even though it was a bad report, which required remedial action to improve the situation, nothing was done. All the staff from the faculty got together and approached local and national companies for sponsorship. A professional haircare company gave us some specialist equipment for the salons, and local stores provided furniture for the reception area.

Paula posed the question: 'If the principal doesn't adhere to the inspection requirements, then why should teaching staff?'

Eric is a 33-year-old lecturer and assessor on the NVQ motor vehicle course. Employed at the college for five years, he said:

The staff in the engineering faculty have spent a lot of their own time cultivating relationships with local garages and a major car manufacturing plant. One of the main car dealers in the area provided us with up-to-date equipment when they saw the kit we used to train their lads who come here on day-release courses. A manufacturing company has supplied us with a car and two additional engines to work on, which have saved our courses from having validation withdrawn. The SMT can always find money to spend three nights in a local five-star hotel to 'bond' after the latest re-organisation. I don't know what its priorities are, but they aren't my lads or the courses. Teachers haven't got anyone to turn to for support or leadership here.

Eric's feedback raised several issues: the priorities of the SMT, health and safety concerns, support for teaching staff, leadership and relations between staff and the SMT. Neither Eric or Paula believed that there were support mechanisms at the college to help them implement change. They did not believe that the college benefited from strong leadership.

Many staff stated during interviews that they wanted to participate in this research project because it was the first time they had been asked for their professional opinion on the subject of curriculum change. Sarah, a 31-year-old art and design lecturer, was keen to become involved with Curriculum 2000. She explained:

I want to participate in the planning of Curriculum 2000, including the curriculum offer, selecting the appropriate combinations of a mix-and-match curriculum and timetabling issues. I want to have a say in what curriculum model we adopt. I'll then be more inclined to make it work.

However, some staff expressed little desire to participate in changes made to the running of the college and the post-16 education sector as a whole.

Glen, a 59-year-old languages lecturer, said:

I have worked at this college for 36 years, so there is not much that anyone can teach me about this game. Curriculum 2000 is a marketing exercise for old wine in new bottles. When I get offered a decent retirement package, I'll be off. I spend my time teaching and the curriculum manager can develop the curriculum when I have gone home at 4.00pm.

The issue of staff development was raised. Ten per cent of respondents had not undertaken any form of professional development since they had gained employment at the college, including Beryl, a 56-year-old catering lecturer:

I have not undertaken any staff development since I joined the college 12 years ago. There have been courses I have wanted to go on to do with my teaching load, but management says there is no money. That just tells me that I am not worth investing in and it is of no benefit to the college if I do my job better. The curriculum is continually changing but I am having no help to change with it. I am involved in delivering GNVQ Intermediate Hospitality and Catering, but I have not attended any training events to induct me into the new changes as a result of Curriculum 2000. I'll have to learn by trial and error and my students will suffer because of it.

Staff thought that there were no funds available for investment in staff development. The college does have a staff development manager, but she is not delegated a budget. Instead, she requests funds from the vice-principal, as and when required. The staff development manager stated that as the academic year progresses, requests for funding are increasingly refused.

The SMT can always find money to spend three nights in a hotel to 'bond'

The curriculum is constantly changing but I am having no help to change with it

I have taken the decision to appoint a member of staff to take responsibility for driving curriculum change

The Curriculum 2000 changes have put increased pressure on schools and colleges. At Grey Skies College, a curriculum development manager was employed to instigate curriculum change. The principal explained the need for this appointment:

Staff say that they are under pressure from the need for curriculum change, particularly from the revisions to unit specifications of courses they are delivering. In response, I have taken the decision to appoint a member of staff to take responsibility for driving curriculum change. That is his job now and the teachers can get on with teaching. If all the leg work has been done in terms of making decisions about how we are going to bring about curriculum change at this college staff can't complain that they haven't got time to make it work.

Despite the appointment of a curriculum development manager, staff in the engineering and hair and beauty therapy faculties still remained despondent about the SMT and its attitude to curriculum change. The way the recruitment process for a curriculum development manager was handled also caused resentment, particularly for Ray, a 41-year-old construction lecturer.

I did not know that the college was going to appoint a curriculum development manager until I read it in the TES. *When I asked personnel for an application form they said that they wanted external applicants as the principal was looking for new blood.*

All staff interviewed at the college said that involving staff in curriculum change was not a consideration for the SMT. To them, the SMT was more concerned with 'maximising funding opportunities rather than instigating effective curriculum change'.

The college has a curriculum management committee, which is responsible for advising the principalship on steering the curriculum and implementing the necessary changes. Jon, the curriculum development manager, described the thinking behind the committee meetings:

We knew we had to make some crucial decisions before the 2000/01 prospectus was printed. In April 2000, the SMT and middle managers met to decide which GNVQs, GCE and vocational A-levels we were going to offer; what combinations of qualifications we were recommending; and to address issues surrounding the timetabling of qualifications. Heads of faculty provided the subject-specific knowledge for each curriculum area – they have teaching experience, albeit from ten years ago.

Results from the questionnaire showed that 92% of staff had not been aware of any meetings to plan Curriculum 2000, although the committee had met once every month during 1999/2000. Staff also wanted teaching staff to be represented on the committee, not just managers.

Lyn, a lecturer, said:

I would like to see my 12 years of teaching experience put to use. I'm a lecturer delivering the type of vocational qualification currently on offer, which is more than can be said of the SMT. It would also make me feel that my opinion is of value. If I want to know what qualifications are being offered here I have to read it in the prospectus, even though I will be expected to teach on some of these courses.

Midshire College

Midshire College is a small institution set in a rural area. It specialises in providing vocational courses at FE and HE level, such as art and design and health and social care. A new principal was appointed 18 months ago.

The college has a number of buildings on its campus; the oldest was built nearly 50 years ago. This building houses the classrooms. These vary considerably in size, standard of decoration and range of equipment and learning aids. Some areas of the college have been refurbished, such as the health and social care faculty, to coincide with the introduction of HE courses.

Jenny, a 28-year-old health and social care lecturer, described her working environment:

When I joined the college four years ago, it [health and social care] was in one of the more run-down areas of the college. It was dark, depressing and the students responded by adding graffiti to walls. When the new principal was appointed a few members of staff and the head of faculty approached him regarding franchising a degree course. We had already developed a link with the university as many of our good advanced students progressed on to their courses. He was impressed with our examination results and agreed to refurbish the faculty. Students now take a pride in their surroundings and there is a buzz in the place.

Les, a 58-year-old engineering lecturer, was less positive about his working conditions:

It is a cold area to work in as the windows need replacing. Of course, the SMT suite is having new windows to keep four managers warm. We have 62 students here, but they are not important. The motor vehicle kit needs upgrading and the electrical engineering kit needs replacing as a matter of urgency. The engineering faculty looks and feels run-down and the staff and students feel second best as a consequence. It does not make you want to get involved in new curriculum initiatives.

Twenty-one per cent of staff were currently undertaking some form of training, all sponsored by the college. The college has Investors in People (IiP) status and a new staff development manager, Paul, has just been appointed. He explained:

When I was appointed, the principal made it clear that staff development activities must be undertaken and linked to curriculum initiatives such as Curriculum 2000. I have started to introduce professional development planning. Staff have responded positively but it is still in its early stages.

Celia, a 31-year-old travel and tourism lecturer, agreed that there were now new staff development opportunities.

We have a chance to talk about our training needs via the professional development planning session that has recently been introduced.

However, some staff felt that their knowledge and experience were not used to best effect. During an interview, Charlie, a 31-year-old construction lecturer and assessor explained:

I have completed the inspector training and have participated in seven external inspections but no one wants to know about the skills and experience I have acquired. When the vice-principal was acting principal he said that I could not be released to undertake the training. He said the college could not afford staff cover. I asked again when the new principal was appointed and he agreed to release me – much to the annoyance of the vice-principal. Since incorporation I have acquired a wealth of knowledge about the management of curriculum change at other institutions. I wanted to share this with the staff back at base, but the vice-principal said I should concentrate on teaching construction, particularly the HE courses which are bringing in lots of funding. How shortsighted can you get?

Fourteen per cent of questionnaire respondents stated that they were involved in the decision-making and planning process of curriculum initiatives. More members of staff wanted involvement here.

Michael, a 50-year-old head of students with learning difficulties/disabilities (SLDD), said:

The heads of faculty were all asked for their views on Curriculum 2000. I know that teaching staff resented not being consulted.

However, it was clear that some teaching staff had been consulted about Curriculum 2000 after speaking to Celia, an art and design lecturer employed at the college for three years.

I know that art and design staff were consulted at the planning and implementation stages of Curriculum 2000, so were construction and IT lecturers. That was because we had just started delivering HE courses and the SMT wanted to draw on our experience of delivery methods, working practices, the management of quality of provision, timetabling and resources.

The fact that HE staff and not FE staff were consulted caused some resentment among staff teaching FE courses. They felt that their opinions were of little or no value.

Jim, a 56-year-old SLDD lecturer who had been employed at the college for 30 years, said in an interview:

Staff who teach on HE courses are given special consideration. Their opinions are valued and they get more of a say in curriculum development issues.

Staff who teach on HE courses are given special consideration

I know that teaching staff resented not being consulted

Staff have responded positively to professional development planning

Happy Days College

Happy Days College is a medium-sized FE college situated in an industrial area. It is one of a number of FE institutions in the region striving to meet the commercial and industrial needs of the local economy.

Directions to the college advise visitors to aim for the 'futuristic glass building'. Close to this building are the conference centre, the video-conferencing suite, the training restaurant, function suite and hair and beauty therapy centre.

Eighty-four per cent of the college's course portfolio is delivered in modern, purpose-built accommodation. Some faculties have state-of-the-art equipment. The catering, travel and tourism, secretarial and office technology, business and finance and hair and beauty therapy faculties benefited from a period of investment, instigated by the vice-principal on her appointment five years ago. A rolling programme of investment is still underway.

Talking about her working environment, Diane, a 29-year-old catering lecturer, said:

Where else would I have such good facilities to work in? We have professional kitchens and two commercial restaurants. Other colleges in the area would die for these facilities. I work with a great group of staff on GNVQ courses and we all pull together in the same direction. There are also other perks for working here. The vice-principal introduced hair and beauty therapy treatments for staff, and reductions on staff bookings at the travel bureau. Students consider it prestigious to study here and staff feel valued.

Three members of staff make up the SMT: the principal, vice-principal and assistant principal. The principal outlined his views on curriculum initiatives:

My first sentence when I met the teaching staff after I was appointed was, 'My top priority is to strive to improve the quality of provision for all students' – and I meant it. The Government introduced national curriculum initiatives using a top-down approach. Here, we interpret them as a body of staff.

Not all staff agreed with the principal's view that curriculum initiatives were interpreted on a cross-college basis. Sixty-two per cent of questionnaire respondents indicated that they had not been involved in the decision-making process surrounding the implementation of mandatory national curriculum changes or local curriculum initiatives. In response, the vice-principal stated:

QCA was so late in publishing guidelines for Curriculum 2000 and the individual examination bodies were disgracefully behind schedule in providing details of revised unit specifications and external moderation arrangements. I had to make the decisions about the implementation of these revised and new qualifications in isolation. I hope teaching staff will see this as one way of supporting them and a sign of strong leadership.

But Mary, a 47-year-old art and design lecturer, disagreed.

Since she [the vice-principal] was appointed in 1993, she has taken 'responsibility' to literally mean implementing curriculum initiatives herself without consulting staff.

Thirty-nine per cent of respondents were undertaking some form of staff development leading to a qualification, all sponsored by the college.

William, a 56-year-old construction lecturer, assessor and internal verifier, said:

Since the new principal introduced professional development planning as part of Investors in People we have no trouble getting on courses. The courses have to be related to the job we are doing though – otherwise I would have done a football coaching course because I am a youth club leader in my spare time!

The college links professional development planning to curriculum development initiatives. In 1999/2000 professional development was specifically related to supporting staff to achieve the successful implementation of Curriculum 2000. Staff development is also closely related to the long- and short-term goals of the institution – to be a leading provider of post-16 education and training. William thinks the college is achieving its goal.

The principal made it clear on his first day here that he was committed to quality improvement and look at the place – it has improved beyond all recognition since I started here 23 years ago. I feel a valued member of staff because the college considers me worth training up. I am proud of this place and so it's natural that I take pride in my work.

A general complaint expressed by Happy Days staff was that no teaching staff, including course leaders, were members of the Quality Review Group, which monitors the quality of provision and is at the forefront of curriculum development at the college. All 10 staff interviewed expressed their concern and believed that the 2000/01 academic year was the right time to review systems and procedures to meet the needs of Curriculum 2000 and take into account the shift from external verification to external moderation.

The college also has curriculum review meetings. Fly-on-the-wall observations at two of these meetings, where course review documents were examined and discussed, showed that the absence of course leaders did pose problems. Inevitable queries arose from the scrutinisation of individual course documents and the heads of faculty, in most cases, were unable to answer in detail.

Happy Days staff have firm views on who should be present at curriculum review meetings. Eighty-nine per cent of questionnaire respondents stated that course leaders need to be present if quality of provision is to improve.

Liz, a 33-year-old GNVQ Foundation and Intermediate Travel and Tourism lecturer and assessor, explained:

Improving quality on courses is the lecturers' job. Heads of faculty should focus on the day-to-day management and the organisation of the faculty.

The college has improved beyond all recognition

Students consider it prestigious to study here and staff feel valued

I am proud of this place and so it's natural that I take pride in my work

Bibliography

Ainley P. *Vocational education and training*. Cassell, 1990.

Ainley P and Bailey B. *The business of learning*. Cassell, 1997.

Ashworth A and Harvey R. *Assessing quality in further and higher education*. Jessica Kingsley, 1994.

Atkinson P. *Creating culture change: the key to successful Total Quality Management*. IFS, 1991.

Avis J. 'The strange fate of progressive education'. In: *Education limited: schooling and training and the New Right since 1979*. Unwin Hyman, 1991.

Avis J, Bloomer M, Esland G, Gleeson D and Hodkinson P. *Knowledge and nationhood: education, politics and work*. Cassell, 1996.

Baron A. *Quality people management matters*. Institute of Personnel Management, 1993.

Barrett J. *Lifelong learning: creating successful adult learners*. South Essex College, 1996.

Bates I, Bloomer M, Hodkinson P and Yeomans D. 'Progressivism and the GNVQ: context, ideology and practice'. In: *Journal of education and work*, Volume 11 (2), 1998, pp109–125.

Bendell T. *The quality gurus*. Department of Trade and Industry, 1991.

Birtwistle T and Johnson L. 'Failure: a cultural notion?' In: *Journal of further and higher education*, Volume 21 (1), 1997, pp5–19.

Brown H. *Nature or nurture? Does tutoring increase retention on GNVQ Foundation programmes in FE colleges?* Oxford Brookes University, 1998.

Capper CA and Jamison MT. 'Let the buyer beware: Total Quality Management and educational research and practice'. In: *Educational researcher*, Volume 22 (8), 1993, pp25–30.

Chadwick S. 'Further education in England and Wales: assessing the competitive environment'. In: L Montanheiro et al. (eds) *Public and private sector partnerships: working for change*. Pavic Publications, 1996.

Clark D et al. 'Effective schools and school improvement: a comparative analysis of two lines of inquiry'. In: *Educational quarterly*, Volume 20 (3), 1984, pp41–68.

Corder M, Horsburgh M and Melrose M. 'Quality monitoring, innovation and transformative learning'. In: *Journal of further and higher education*, Volume 23 (1), 1999, pp101–109.

Coulson-Thomas C and Brown R. *Beyond quality: managing the relationship with the customer*. BIM, 1990.

Creelman J. 'An act of faith'. In: *TQM magazine*, Volume 5 (2), 1993, pp15–18.

Cunningham B. 'The failing teacher in further education'. In: *Journal of further and higher education*, Volume 22 (2), 1998, pp365–373.

Fullan M. *The meaning of educational change*. OISE Press, 1982.

Fullan M. 'Change process and strategies at the local level'. In: *The elementary school journal*, Volume 84 (3), 1985, pp391–420.

Fuller M. *Successful school improvement*. Open University Press, 1992.

Gorringe R. *Changing the culture of a college*, Coombe Lodge Report, Volume 24 (3). The Staff College, 1994.

Gray J and Wilcox B. *Inspecting schools – holding schools to account and helping schools to improve*. Open University Press, 1996.

Herron A. 'Mind the cost, forget the quality'. In: *TES*, 10 September 1993, pp7.

Hodkinson P and Mattinson K. 'A bridge too far? The problems facing GNVQ'. In: *The curriculum journal*, Volume 5, 1994, pp323–336.

Hoyle E. *Planning organisational change in education*. Croom Helm, 1970.

Hoyle E. *The politics of school management*. Hodder and Stoughton, 1986.

Kirkpatrick I and Martinez-Lucio M (eds). *The politics of quality: management of change in the UK public sector*. Routledge, 1995.

Lane C. 'Industrial change in Europe: the pursuit of flexible specialism'. In: *Work, employment and society*, Volume 64, 1998, pp41–53.

Lucas N. 'GNVQs – the applied route and beyond: implications for initial teacher education'. Paper presented to a conference of education, exploring futures in initial teacher education, September 1996. Institute of Education, University of London.

Lumby J (1998a). 'Developing managers in further education: Part 1: the extent of the task'. In: *Journal of further and higher education*, Volume 22 (2), pp355–365.

Marris P. *Loss and change*. Anchor Press/Doubleday, 1975.

Muller D and Funnell P. 'Initiating change in further and vocational education: the quality approach'. In: *Journal of further and higher education*, Volume 1 (16), 1992, pp41–49.

Pettitt A. *Adults and GNVQs*. FEDA, Volume 1 (4), 1996.

Randle K and Brady N. 'Further education and the new managerialism'. In: *Journal of further and higher education*, Volume 21 (2), 1997, pp229–241.

Sallis EJ. *Quality management in further education: issues and implications*. Thesis submitted for PhD, Bristol, University of West of England, 1994.

Williams M. 'A measure of success'. In: *TQM magazine*, Volume 5 (3), 1993, pp47–50.

Young M. 'Knowledge, learning and the curriculum of the future'. In: *British educational research journal*, Volume 25 (4), 1999, pp463–477.

Change management involves many factors: quality, resources, staff, students and funding, to name a few. But above all, it is about processes – how to get where you want to be. Based on research carried out in three centres, *Managing curriculum change* looks at successful strategies that can be adopted to improve change management in your institution.

ISBN 1 85338 642 1